

HEALTH EDUCATION - Basic to health education is a foundation of knowledge, attitudes, skills and behaviors impacting healthy lifestyles.		
6th Grade	7th Grade	8th Grade
Personal Wellness – Personal wellness embodies individual well-being which incorporates physical, social, mental, and emotional health.		
PL-06-1.1.01 Students will describe the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). DOK 2	PL-07-1.1.01 Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). DOK 2	PL-08-1.1.01 Students will explain the importance of effective social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). DOK 2
PL-06-1.1.02 Students will recommend effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying. DOK 2	PL-07-1.1.02 Students will recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure, and bullying. DOK 2	PL-08-1.1.02 Students will recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution, relaxation techniques, time management) for responding to stress, conflict, peer pressure, and bullying. DOK 2
<i>PL-06-1.1.03</i> <i>Students will identify the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. DOK 1</i>	<i>PL-07-1.1.03</i> <i>Students will describe physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence. DOK 2</i>	<i>PL-08-1.1.03</i> <i>Students will explain how physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) occur during adolescence. DOK 2</i>
<i>PL-06-1.1.04</i> <i>Students will explain basic structures and function of the reproductive system. DOK 2</i>	<i>PL-07-1.1.04</i> <i>Students will explain basic structures and function of the reproductive system as it relates to the human life cycle. DOK 2</i>	<i>PL-08-1.1.04</i> <i>Students will explain basic structures and function of the reproductive system and its impact on an individual's well-being. DOK 2</i>
<i>PL-06-1.1.05</i> <i>Students will identify abstinence as the only sure means of preventing pregnancy. DOK 1</i>	<i>PL-07-1.1.05</i> <i>Students will identify the benefits (i.e., preventing pregnancy, preventing STDs, maintaining self-esteem) of abstaining from sexual activity. DOK 1</i>	<i>PL-08-1.1.05</i> <i>Students will identify the risks (e.g., STD's unwanted pregnancies, HIV/AIDS) to being sexually active and strategies for delaying sexual activity (e.g., using refusal skills, talking with parents, doctors, counselors). DOK 1</i>
Behavioral Choices - Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally healthy.		
PL-06-1.2.01 Students will describe how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g.,	PL-07-1.2.01 Students will describe how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g.,	PL-08-1.2.01 Students will explain how individual behavior choices and habits relating to diet, exercise, rest, and other choices (e.g., tobacco,

tobacco, alcohol, illegal drugs) affect various body systems (e.g., circulatory, respiratory, digestive). DOK 2	tobacco, alcohol, illegal drugs) affect various body systems (e.g., circulatory, respiratory, nervous, digestive). DOK 2	alcohol, illegal drugs) affect various body systems (e.g., circulatory, respiratory, nervous, digestive). DOK 2
PL-06-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (i.e., colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (i.e., cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2	PL-07-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (i.e., colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (i.e., cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2	PL-08-1.2.02 Students will describe symptoms, causes, patterns of transmission, prevention and treatments of communicable (i.e., colds, flu, mononucleosis, hepatitis, HIV/STD, tuberculosis) and non-communicable diseases (i.e., cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2
PL-06-1.2.03 <i>Students will explain risks associated with unhealthy habits and behaviors [e.g., substance use/abuse (tobacco, alcohol, marijuana, prescription drugs), dietary habits/eating disorders, irregular exercise habits, sexual activity]. DOK 2</i>	PL-07-1.2.03 <i>Students will explain risks associated with unhealthy habits and behaviors [e.g., substance use/abuse (tobacco, alcohol, inhalants, marijuana, prescription drugs), dietary habits/eating disorders, irregular exercise habits, sexual activity]. DOK2</i>	PL-08-1.2.03 <i>Students will explain risks associated with unhealthy habits and behaviors [e.g., substance use/abuse (tobacco, alcohol, inhalants, marijuana, prescription drugs), dietary habits/eating disorders, irregular exercise habits, sexual activity]. DOK 2</i>
PL-06-1.2.04 Students will explain causes, symptoms, and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental, and emotional problems (e.g., depression, anxiety, eating disorders). DOK 2	PL-07-1.2.04 Students will explain causes, symptoms, and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative), mental, and emotional problems (e.g., depression, anxiety, eating disorders). DOK 2	PL-08-1.2.04 Students will explain causes, symptoms, and prevention of social (e.g., not getting along with others, disagreeable, being uncooperative) mental, and emotional problems (e.g., depression, anxiety, eating disorders). DOK 2
PL-06-1.2.05 <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders). DOK 1</i>	PL-07-1.2.05 <i>Students will describe resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders). DOK 1</i>	PL-08-1.2.05 <i>Students will describe resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling for negative behaviors or addictions (e.g. drug addiction, eating disorders). DOK 1</i>
PL.06-1.2.06 Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health. DOK 2	PL-07-1.2.06 Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, decision-making) for maintaining mental and emotional health. DOK 2	PL-08-1.2.06 Students will recommend effective self-management and coping strategies (e.g., goal-setting, time-management, personal learning styles and preferences, and decision-making) for maintaining mental and emotional health. DOK 2

Nutrition - Nutritious foods are necessary for growth, development, and maintenance of healthy bodies.		
<i>PL-06-1.3.01</i> <i>Students will describe how foods containing nutrients (i.e., proteins, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs). DOK 1</i>	<i>PL-07-1.3.01</i> <i>Students will explain how nutrients (i.e., protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs). DOK 2</i>	<i>PL-08-1.3.01</i> <i>Students will explain how nutrients (i.e., protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs). DOK 2</i>
PL-06-1.3.02 Students will explain the importance of key recommendations for good health made in the <i>Dietary Guidelines for Americans 2005</i>. DOK 2	PL-07-1.3.02 Students will describe how key recommendations made in the <i>Dietary Guidelines for Americans 2005</i> and explain how these recommendations contribute to good health. DOK 2	PL-08-1.3.02 Students will explain why key recommendations made in the <i>Dietary Guidelines for Americans 2005</i> contribute to good health. DOK 2
Safety - Accidents are a major cause of injury and death to children and adolescents.		
<i>PL-06-1.4.01</i> <i>Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents. DOK 2</i>	<i>PL-07-1.4.01</i> <i>Students will explain how health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health. DOK 2</i>	<i>PL-08-1.4.01</i> <i>Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health. DOK 3</i>
PL-06-1.4.02 Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 1	PL-07-1.4.02 Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 2	PL-08-1.4.02 Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives. DOK 3

PHYSICAL EDUCATION -Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities.		
Psychomotor Skills - Development of psychomotor skills contributes to the development of social and cognitive skills.		
<i>PL-06-2.1.01</i> <i>Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements DOK 2</i> 	<i>PL-07-2.1.01</i> <i>Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements DOK 2</i> 	<i>PL-08-2.1.01</i> <i>Students will apply a combination techniques of locomotor and nonlocomotor skills which are necessary for the improvement of transitional motor skills (e.g., punting, serving, dribbling):</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements DOK 2</i>
<i>PL-06-2.1.02</i> <i>Students will identify principles of motor skill refinements (e.g., accuracy, technique, movement) that are necessary for skill development. DOK 1</i>	<i>PL-07-2.1.02</i> <i>Students will interpret the role that principles of motor skill refinements (e.g., accuracy, technique, movement) have in skill development. DOK 2</i>	<i>PL-08-2.1.02</i> <i>Students will analyze the principles of motor skill refinements (e.g., accuracy, technique, movement). DOK 3</i>
Fitness - Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.		
PL-06-2.2.01 Students will describe the physical, emotional/mental, and social benefits gained from regular participation in leisure/recreational, or competitive physical activities. For example: <ul style="list-style-type: none"> Physical benefits-Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, body composition, decreased resting heart rate, reduced cholesterol levels Social benefits- Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction Emotional/mental benefits- Improved 	PL-07-2.2.01 Students will describe the physical, emotional, mental, and social benefits gained from regular participation in leisure/recreational, or competitive physical activities. For example: <ul style="list-style-type: none"> Physical benefits-Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, body composition, decreased resting heart rate, reduced cholesterol levels Social benefits-Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction Emotional/mental benefits-Improved 	PL-08-2.2.01 Students will explain how physical, emotional, mental, and social benefits result from regular participation in leisure/recreational, or competitive physical activities. For example: <ul style="list-style-type: none"> Physical benefits- Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements, body composition, decreased resting heart rate, reduced cholesterol levels Social benefits- Positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction Emotional/mental benefits- Improved

confidence, increased self-esteem, stress reduction, self-expression DOK 1	confidence, increased self-esteem, stress reduction, self-expression DOK 1	confidence, increased self-esteem, stress reduction, self-expression DOK 2
<i>PL-06-2.2.02</i> <i>Students will identify and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports. DOK 1</i>	<i>PL-07-2.2.02</i> <i>Students will describe how and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) are used for improving performance in games and sports. DOK 2</i>	<i>PL-08-2.2.02</i> <i>Students will recommend and access techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) for improving performance in games and sports. DOK 2</i>
Lifetime Physical Wellness – Students demonstrate knowledge and skills that promote physical activity throughout their lives.		
PL-06-2.3.01 Students will describe the components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and the FITT Principle (i.e., frequency, intensity, type, time). DOK 1	PL-07-2.3.01 Students will explain the components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and how the FITT Principle (i.e., frequency, intensity, type, time) can be used to maintain and improve fitness. DOK 2	PL-08-2.3.01 Students will explain the components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) and how the FITT Principle (i.e., frequency, intensity, type, time) can be used to maintain and improve fitness. DOK 2
<i>PL-06-2.3.02</i> <i>Students will identify offensive and defensive strategies in games and sports. DOK 1</i>	<i>PL-07-2.3.02</i> <i>Students will describe how offensive and defensive strategies are used in games and sports. DOK 2</i>	<i>PL-08-2.3.02</i> <i>Students will describe how offensive and defensive strategies in games and sports make them interesting and enjoyable. DOK 2</i>
<i>PL-06-2.3.03</i> <i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports. DOK 2</i>	<i>PL-07-2.3.03</i> <i>Students will identify rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) that are necessary during games and sports. DOK 2</i>	<i>PL-08-2.3.03</i> <i>Students will analyze the value of rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during game and sports and sports. DOK 3</i>

CONSUMERISM — Consumer skills are essential for individuals and families due to the availability of numerous products and services on the market, multiple advertising techniques, the need to make responsible financial management decisions, and to utilize resources impacting the community and environment. These skills can provide a foundation for becoming consumer literate and responsible citizens.		
Consumer Decisions/Advertising – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.		
<i>PL-06-3.1.01</i> <i>Students will identify how wants and needs influence consumer decisions. DOK1</i>	<i>PL-07-3.1.01</i> <i>Students will describe how wants and needs influence consumer decisions. DOK 2</i>	<i>PL-08-3.1.01</i> <i>Students will explain and give examples of wants and needs that influence consumer decisions. DOK 2</i>
PL-06-3.1.02 Students will compare products and services based on these factors (e.g., brand name, price, quality, features, availability) to consider when making consumer decisions. DOK 2	PL-07-3.1.02 Students will describe factors (e.g., brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3	PL-08-3.1.02 Students will explain factors (e.g., brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3
PL-06-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (i.e., facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2	PL-07-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (i.e., facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2	PL-08-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, desire for status, and advertising techniques (i.e., facts and figures, glittering generalities, endorsement/testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2
Financial Literacy – As consumers, individuals need a knowledge base for making financial decisions impacting short and long term goals throughout one's lifetime.		
PL-06-3.2.01 Students will identify and describe basic components of a budget (e.g., income, fixed and flexible expenses, and savings) and develop a savings plan to achieve a specific goal. DOK 3	PL-07-3.2.01 Students will identify financial management practices including budgeting, savings, banking services, (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types and purpose of investing) and explain why these practices are important in achieving personal financial goals. DOK 2	PL-08-3.2.01 Students will describe financial management practices including budgeting, savings, banking services, (e.g., purpose of checking and savings accounts, debit/credit), and investing (e.g., general types and purpose of investing) and develop a short-term financial plan. DOK 3

Community & Environment – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.		
PL-06-3.3.01 Students will describe consumer actions (i.e., reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy). DOK 2	PL-07-3.3.01 Students will describe consumer actions (i.e., reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy). DOK 2	PL-08-3.3.01 Students will describe consumer actions (i.e., reuse, reduce, recycle) and explain how these actions impact the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy). DOK 2
<i>PL-06-3.3.02</i> <i>Students will identify and describe a range of resources and services provided by community agencies:</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center DOK 2</i> 	<i>PL-07-3.3.02</i> <i>Students will identify and describe resources and services provided by community agencies:</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center DOK 2</i> 	<i>PL-08-3.3.02</i> <i>Students will identify and explain the importance of resources and services provided by community agencies and how these resources benefit the overall community.</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center DOK 2</i>

<p>Vocational Studies—Awareness of careers start in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path which fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience.</p>		
<p>Academic, Career Planning, Transition – Many factors need to be considered when selecting a career path and preparing for employment.</p>		
<p><i>PL-06-4.1.01</i> Students will identify and explain why people need to work (e.g., earn money, contribute to the community, enhance self-esteem) to meet basic needs (i.e., food clothing, shelter) and for personal satisfaction and enjoyment. DOK 2</p>	<p><i>PL-07-4.1.01</i> Students will identify and explain why people need to work (e.g., social contacts, make purchases for necessities, expand knowledge, develop skills to meet basic needs (i.e. food, clothing, shelter) and for personal satisfaction and enjoyment. DOK 2</p>	<p><i>PL-08-4.1.01</i> Students will identify and summarize why people need to work (e.g., earn money, contribute to society, develop an identity as a worker, enhance self-esteem) to meet basic needs (i.e., food, clothing, shelter) and for personal satisfaction and enjoyment. DOK 2.</p>
<p><i>PL-06-4.1.02</i> Students will identify several job and career opportunities (e.g., sales associate, radio/television broadcaster, child care worker, parks recreation director, computer repair person) in 7 of the 14 Kentucky Career Clusters (i.e., Business and Marketing, Communications, Human Services, Social Services, Information Technology, Education, Social Sciences) that vary within and among community and regions. DOK 1</p>	<p><i>PL-07-4.1.02</i> Students will identify and describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) in each of Kentucky's Fourteen (14) Career Clusters (i.e. Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) vary within and among communities and regions. DOK 2</p>	<p><i>PL-08-4.1.02</i> Students will identify and explain how jobs and career opportunities in each of Kentucky's Fourteen (14) Career Clusters (i.e., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) vary within and among communities and regions. DOK 2</p>
<p>PL-06-4.1.03 Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical) and explain how these skills impact job success and future career opportunities. DOK 2</p>	<p>PL-07-4.1.03 Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities. DOK 2</p>	<p>PL-08-4.1.03 Students will describe a range of academic skills acquired in school (e.g., verbal and nonverbal communication, computer/technical, mathematical, inquiry skills) and explain how these skills impact job success and future career opportunities. DOK 2</p>
<p>PL-06-4.1.04 Students will describe how informal assessments, work place visits, and guest speakers are used in determining individual</p>	<p>PL-07-4.1.04 Students will describe how informal assessments, work place visits, and guest speakers are used in determining individual</p>	<p>PL-08-4.1.04 Students will describe how Career Interest Inventory, Learning Styles Inventory, and other formal assessments, job fairs, job</p>

traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Graduation Plan (IGP). DOK 2	traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Graduation Plan (IGP). DOK 2	shadowing, academic experiences/grades, hobbies are used in determining individual traits (e.g., interests, abilities, learning styles) and explain how knowledge of such traits is helpful in developing career goals for an Individual Graduation Plan (IGP). DOK 2
<i>PL-06-4.1.05</i> <i>Students will identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information. DOK 1</i>	<i>PL-07-4.1.05</i> <i>Students will describe how resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) can be used for locating job and career information. DOK 2</i>	<i>PL-08-4.1.05</i> <i>Students will explain and evaluate resources (e.g., Internet, newspapers, magazines, family members, counselors, employers) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information. DOK 3</i>
<i>PL-06-4.1.06</i> <i>Students will identify how the components of the Individual Graduation Plan (IGP) can be used as a career planning tool:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences DOK 1 	<i>PL-07-4.1.06</i> <i>Students will explain how the components of the Individual Graduation Plan (IGP) can be used as a career planning tool:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences DOK 2 	<i>PL-08-4.1.06</i> <i>Students will explain and give examples of the components of the Individual Graduation Plan (IGP) can be used as tools in career planning:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences DOK 2
<i>PL-06-4.1.07</i> <i>Students will identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Graduation Plan (IGP). DOK 1</i>	<i>PL-07-4.1.07</i> <i>Students will describe available postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Graduation Plan (IGP). DOK 2</i>	<i>PL-08-4.1.07</i> <i>Students will explain with examples postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Graduation Plan (IGP). DOK 2</i>
Employability Skills – Positive and negative work habits/ethics impact an individual's success in school and workplace.		
PL-06-4.2.01 Students will identify individual work habits/ethics (e.g., respect, time management, problem solving) and explain their importance in the workplace. DOK 2	PL-07-4.2.01 Students will describe individual work habits/ethics (e.g., loyalty, problem solving, communication skills, initiative, teamwork, responsibility) and explain their importance in the workplace. DOK 2	PL-08-4.2.01 Students will describe individual work habits/ethics (e.g., following directions, problem-solving, time management, respect, self-discipline, punctuality) and explain their importance in the workplace. DOK 2
PL-06-4.2.02 Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving) and explain why they are important	PL-07-4.2.02 Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they	PL-08-4.2.02 Students will describe team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving, dividing work) and explain why they

in the workplace. DOK 2	are important in the workplace. DOK 2	are important in the workplace. DOK 2
Communication/Technology – Special communication/technology skills are needed for success in schooling and in the workplace.		
<p><i>PL-06-4.3.01</i> <i>Students will identify careers that are impacted by scientific and technological changes (e.g., nursing, meteorologist, radio & television broadcaster, journalist). DOK 1</i></p>	<p><i>PL-07-4.3.01</i> <i>Students will explain how scientific and technological changes impact specific careers (e.g., construction worker, automotive technician, meteorologist, food service industry). DOK 2</i></p>	<p><i>PL-08-4.3.01</i> <i>Students will explain how jobs/careers (e.g., physical therapist, meteorologist, radio & television broadcaster, web designer) have been created as a result of scientific and technological advancements. DOK 2</i></p>
<p>PL-06-4.3.02 Students will explain the purposes of technology tools (e.g., robots, cell phones, computer techniques, scanners, personal electronic devices) and analyze how these impact productivity in homes, schools, and jobs. DOK 3</p>	<p>PL-07-4.3.02 Students will explain the purposes of technology tools (e.g., word processing, data bases, spreadsheets, Internet, email, automated phone systems) and analyze how these impact productivity in homes, schools, and jobs. DOK 3</p>	<p>PL-08-4.3.02 Students will explain the purposes of technology tools (e.g., multi-media, Internet, digital camera, teleconferencing, debit/credit cards) and analyze how these impact productivity in homes, schools, and jobs. DOK 3</p>
<p>PL-06-4.3.03 Students will identify skills important in the classroom and the workplace. For example:</p> <ul style="list-style-type: none"> • Letter writing • Nonverbal communication skills (e.g., body language, facial expression, posture, dress) • Verbal skills DOK 1 	<p>PL-07-4.3.03 Students will explain skills used in the classroom and workplace. For example:</p> <ul style="list-style-type: none"> • Letter writing (i.e., business letter) • Nonverbal communication skills (e.g., body language, personal appearance, facial expression, posture, dress) • Verbal skills • Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) DOK 2 	<p>PL-08-4.3.03 Students will identify and explain skills used to seek, obtain, maintain, and change jobs/careers. For example:</p> <ul style="list-style-type: none"> • Written communication (e.g., preparing résumé, writing a business letter) • Nonverbal communication skills (e.g., making eye contact, listening, smiling, body language, facial expression, posture, dress) • Verbal skills (e.g., speaking, giving responses, expressing appreciation, questioning, greeting) • Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) DOK 2

Bold – State Assessment Content Statement

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Italics – Supporting Content Statement